

3th grade language arts lesson plan



**ASSIGN
BUSTER**

1 Texas A & M International College of Education Lesson Planning Dr. M.

Novido Block I Grade Level: 3rd Grade Content Area: Language arts

LP HistoryLP1

LP2

LP3

Action globules

Students learn how to expand the information on each of two actions within a sentence in a narration.

Learning outcomes

Students elaborate sentences which consist of two actions.

Students revise their stories by adding more vivid actions.

Teacher planning

Time required for lessonOne hour

Materials and ResourcesPower point presentation

Technology resourcesComputer, LCD projector

Activities

Modelling Mini Lesson

Slides

1. Explain to the students that an action globule is a series of two closely related and sequential events incorporated in one sentence.
2. This sentence is projected on the screen: “ I fell on the pavement.” Two actions accompanied the fall. Tripping on a rolling ball and falling forward. When the 2 actions are combined, there will be an action globule which says: I tripped accidentally on the rolling ball and lunged forward having lost my balance.

2

<https://assignbuster.com/3th-grade-language-arts-lesson-plan/>

3. The word 'fell' has many words which could describe the fall better. Show the new sentences using these words in a new slide. Lunged, pitched, hurtled, and tilted. The students are allowed to suggest other words which suit the sentence or situation.

4. The students may be asked why they selected a particular verb. Each word has a slight difference in meaning. This may be the reason for one being selected over the other.

NB The teacher must note that the verbs are changed with reference to the subject. Here the subject is 'I'.

Guided practice

1. Divide the class into groups of three students. The groups are to make the sentence with the action globule. The teacher may show an example.
2. The students are given 5 minutes to compose the sentence.
3. The students share the sentences. If similar sentences have been made, they are compared for the meanings.

Independent practice

1. The students can select a story from their folders and revise it using action globules.
2. The teacher can discuss with individual students about how to add action globules to their stories.
3. A revision conference will help bring out each student's contribution followed by a participatory discussion on how to improve on the drafts.

NB The teacher has a five-second conference with individual students. The students understand the term 'action globules' and practise composing them. The teacher points out the places in the story where an action globule would elaborate the details. Specific, individual, instructional feedback is

obtained from the revision conference. In this way, the teacher’s focused conference with students lasts only a few minutes.

Assessment

1 Can the students expand one event into a globule of events with related actions?

2. Can students revise their own stories by adding action globules?

Rubric for enhancing the language at 3rd Grade level

Word choice

Writer uses vivid words and phrases that linger or draw pictures in the readers mind, and the choice and placement of the words seems accurate, natural and not forced.

Writer uses vivid words and phrases that linger or draw pictures in the readers mind, but occasionally the words are used inaccurately or seem overdone.

Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.

Writer uses a limited vocabulary that does not communicate strongly or capture the readers interest. Jargon or cliches may be present and detract from the meaning.

Sentence fluency

All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.

Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.

Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.

The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.

Support for topic

Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.

Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.

Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.

Supporting details and information are typically unclear or not related to the topic.

Grammar and spelling

Writer makes no errors in grammar or spelling that distract the reader from the content.

Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.

Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.

Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Flow and rhythm

All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.

Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.

Most sentences sound natural and are easy-on-the-ear when read aloud, but

several are stiff and awkward or are difficult to understand.

The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.

Accuracy and facts

The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.

Almost all supportive facts are reported accurately.

Most supportive facts are reported accurately.

NO facts are reported OR most are inaccurately reported

Penmanship

Paper is neatly written or typed with no distracting corrections.

Paper is neatly written or typed with 1 or 2 distracting corrections (e. g., dark cross-outs; bumpy white-out, words written over).

The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.

Many words are unreadable OR there are several distracting corrections.

References

Action Chains, Retrieved on 30/9/09, <http://www.learnnc.org/lp/pages/3456>, Learn NC, The University of North Carolina at Chapel Hill.

Creating and editing your rubric, Retrieved on 1/10/09, http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=21&id=5, Rubistar.

Grades 3-5 Lesson Plans, Retrieved on 30/9/09, <http://teachers.net/lessons/posts/1125.html>, Teachers.net, Walden University.

<https://assignbuster.com/3th-grade-language-arts-lesson-plan/>